

Wangeman said debt payment costs will decrease as a result of recent refunding and refinancing of bonds used in the construction of Palmer Ridge High School and improvement of the stadium. Anticipated savings to the taxpayer are \$235,000 per year.

Other recommendations, reported during a Capital Reserve report, included the purchase of one new bus, maintenance projects to include repair and replacement of roofs, resurfacing of parking areas, a computer lab for Lewis-Palmer Middle School, technology assets to include redundancy of servers, and a \$94,000 contingency fund for emergencies.

Wangeman said that the resurfacing of playgrounds may be funded by a grant and that some of the roofing projects may be funded by grants as well.

Safety and Security Advisory Council update

Wangeman reported that 25 applications for membership on the Safety and Security Advisory Council were received from the community. Of these, 20 individuals were selected to serve.

After analyzing the experience and expertise of those selected, the group was divided into four subgroups, each of which will be facilitated by one or two members of the district's administration. These groups are Facilities Services (including bus safety, grounds, and maintenance),

Climate and Culture, Physical Location/Community, and Terrorism/Crime and Violence (structures, alarms, cameras).

Wangeman said that the first step is for the subcommittees to take a detailed tour of the district's facilities and learn what plans are already in place. The charges for each group have already been determined.

Wangeman said that the district has active partnerships with the Red Cross and police and fire officials. These partnerships were strengthened during the Waldo Canyon Fire emergency.

In her report on capital funding, Wangeman included security requests such as more cameras, new door locks, removal of glass near doors, and man traps (entrances in which an individual enters one door and must be buzzed through the second before entering the building). The first meeting of the Advisory Council will be held in March.

State assessment mandate update

District Superintendent John Borman reported on changes in staff assessment requirements from the Colorado Department of Education (CDE) as a result of the passage of Senate Bill 191.

Implementation of the new evaluation system began last year with training of principals involving preparation of a 23-page document for each teacher, assessing their professional practices and techniques. The second segment of the process, evaluating student growth, is still in development. The difficulty in the second section is to determine the growth of students in areas that are not included in the TCAP test, such as art, physical education, and music. Principals will be evaluated 50 percent on their practices and 50 percent on the effectiveness of their teachers.

A process to evaluate professionals in such areas as physical therapy and occupational therapy is yet to be developed.

The document will be used in evaluating the principals this year and used next year to evaluate probationary teachers, those in their first three years of employment. Beginning in 2014-15 the document will be used to evaluate all teachers, probationary and non-probationary, on an annual basis.

In the past, non-probationary teachers were evaluated once every three years.

The evaluations prepared in 2013-14 will not impact a teacher's standing, because they will be considered a test of the viability of the process.

Board President Jeff Ferguson commented that he is concerned about the amount of time required to complete the process.

Borman responded that legislators are often concerned about accountability when they pass legislation and charged CDE with implementing the intent of the law.

Borman explained other future assessment requirements. The first of these is evaluation of students for school readiness through the Colorado READ Act (Reading to Ensure Academic Development). This act required teachers to assess literacy in children from kindergarten through third grade. They are assessed in oral skills, reading fluency, and reading comprehension. Parents are provided with guidelines to help their children.

Research has shown that reading ability at the third-grade level has great impact on academic success later in life.

How each school performs in READ will appear in the district's performance framework, on which school Unified Improvement Plans are based.

An additional assessment is designed to determine school readiness for students who attend publically funded preschools or kindergarten. This assessment will be phased in over two years.

Another new development is the Endorsed Diploma, Borman explained. This diploma, involving 17 credits, is awarded with assurance to the state that the student will not require remediation before beginning college. Presence of the diploma may allow students to bypass some requirements for admission to state schools.

Each district may determine its own graduation requirements. Borman said that this is a good development, especially for some rural districts where students may be less likely to pursue college education.

Finally, Borman reported that the present TCAP test will be replaced by the PARCC (Partnership for Assessment of Readiness for College and Careers) test next year and there will also be new assessments in science and social studies.

While assuring the board that the administration and principals will do what is required of them, Borman said that this amount of unfunded effort is unprecedented. The goal of the district is to provide each child with maximum appropriate opportunities during their time in district schools.

Borman reported on a visit to Hinckley High School in Aurora to observe a program in medical science. If the district were to develop such a program, it would partner with Memorial Hospital. He said that such a program would aid students in deciding whether to seek a degree in medicine or nursing.

Community Relations Manager Robin Adair reported that the district's communications plan continues to progress. Thirty-eight of 50 community liaisons have been trained in delivering the district's message to the public in advance of a possible mill levy override ballot initiative. There will be a stakeholders event sometime in March. Information regarding prior ballot issues has been added to the district website.

Adair also reported that the district's Home School Enrichment Academy is a solid success and that parents have requested the addition of programs for seventh-graders. Open houses for home school families will be held in March and June. The academy will continue to offer programs one day a week.

The board passed a resolution to accept a memorandum of understanding with Monument Academy that will allow it to accept a larger than anticipated number of special-education students in its program, based on the December count rather than the October count.

The board passed a consent agenda regarding such routine matters as minutes of past meetings, ratification of closure due to inclement weather, appointments and resignations, policy revisions, and other matters.

The board convened an executive session to discuss purchase, acquisitions, lease, or sale of real, personal or other property.

The Board of Education meets at 7 p.m. on the third Thursday of each month in the district's Learning Center, 146 Jefferson St., Monument. The next meeting will be held on March 21.

Harriet Halbig may be reached at

District Accountability Advisory Committee, Feb. 12

Principals present student improvement plans

By Harriet Halbig

Lewis-Palmer School District's District Accountability Advisory Committee (DAAC) continued its review of school Unified Improvement Plans (UIPs) at its Feb. 12 meeting.

UIPs are documents required by the Colorado Department of Education. Based on test results from the previous one or three years, each school is required to present plans to improve student achievement. Drafts of the plans are presented to DAAC in advance of their submission to the Department of Education in the late spring.

District 38 is generally strong in academic achievement and is particularly strong in the areas of graduation rate and postsecondary and workforce readiness. Weak-

nesses appear when discussing academic growth gaps, the difference in achievement scores between the general population and students on free/reduced-price lunch, minorities, English language learners (ELL), and students on an individual education plan (IEP).

The DAAC divided into three subgroups during the meeting to hear the principals of Lewis-Palmer High School, Palmer Ridge High School and Palmer Lake Elementary School present their plans.

Palmer Ridge UIP

Principal Gary Gabel of Palmer Ridge said that his school meets its goals in academic achievement and academic growth and exceeds it in terms of postsecondary and workforce readiness. A particular strength of the school is

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